

Academic Regulations For Taught Awards

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Summary/Description:	The Academic Regulations for Taught Awards provides the framework and criteria for the assessment, examination and awarding of university taught awards.

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The *Academic Regulations for Taught Awards* should be read in conjunction with the relevant sections of the University's other academic procedures and policies. If you have any questions about the *Academic Regulations for Taught Awards* or need further clarification, please email the Academic Registry, Student & Academic Services at regulations@gre.ac.uk.

Please contact the Disability & Dyslexia Team on 020 8331 7875 or by email at wellbeing@gre.ac.uk if you require this document in an alternative format.

A. INTRODUCTION TO THE ACADEMIC REGULATIONS

A1 Scope and Purpose

- A1.1 This introductory section describes the University's approach to the management of academic standards and outlines the principal ways in which the quality of learning, teaching and assessment at the University of Greenwich are assured and enhanced.
- A1.2 In keeping with its designation as an autonomous degree awarding body the University requires a comprehensive, consistent and coherent framework of academic regulations, procedures and working practices in order to enable the assurance of academic standards and the consistent and equitable treatment of all its students wherever they are located. The *Academic Regulations for Taught Awards* (hereafter known as the *Regulations*) therefore are intended to:
- a) be deployed consistently across all areas of the University's operations;
 - b) be fit for purpose, up to date and approved by the Learning Quality and Standards Committee;
 - c) provide a point of reference on academic regulations for taught awards across the University;
 - d) inform all decision-making designed to enhance the quality of educational provision at the University;
 - e) be written in clear language and available in a range of forms upon request across the University;
 - f) be known and understood in all areas of the University;
 - g) provide a framework for the development of learning, teaching and assessment.
- A1.3 The Learning Quality and Standards Committee is responsible for approving all amendments, additions and variants to the *Regulations* prior to their formal ratification by Academic Council.
- A1.4 The *Regulations* encompass all of the University's academic provision contributing to taught awards. This includes all collaborative provision.
- A1.5 In exceptional and specific circumstances where derogations are deemed necessary, permission for a derogation from the *Regulations* should be sought from Academic Council citing appropriate reasons for the derogation. This will include derogations that are required to satisfy specific professional body requirements that cannot be accommodated within the framework. A list of approved derogations will be maintained and reviewed annually by the University.
- A1.6 The *Regulations* are reviewed annually by the Academic Registry and updated to reflect any changes that may have been approved by the Learning Quality and Standards Committee during the previous year. Updated *Regulations* are published annually during the first full working week of September on the Student & Academic Services website together with a clear statement about changes that have been made since the previous publication.

B. THE ACADEMIC FRAMEWORK

B1 Structure of the Academic Framework

B1.1 The University operates a single credit-based Framework which is available at pre-degree, degree and taught postgraduate levels.

B1.2 The University's taught provision is available at undergraduate, graduate and postgraduate levels, leading to a range of awards.

B2 Awards

B2.1 To obtain a named award students must successfully complete designated core modules and sufficient appropriate optional and/or elective modules as required in the approved programme structure/specification.

B2.2 The standard of each award may be defined in terms of the number and level of credits a student is required to obtain and the qualification descriptors/hierarchy encompassed by the Framework for Higher Education Qualifications (FHEQ). The table below illustrates the FHEQ level and minimum expected credit values associated with the design of programmes leading to the main HE qualifications conferred by the University.

HE qualifications as set out in the FHEQ		FHEQ level and definition	Minimum credits	Minimum credits at the level of the qualification
Taught master's degrees (MA, MSc, MTL, MArch, MBA, MRes) LLM, MLA	7	Provides opportunity to demonstrate: a) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources b) the ability on the basis of such reflection to formulate original ideas and innovative proposals c) the ability to carry out the activities in (a) and (b) with a fair degree of autonomy	180	150
Integrated master's degrees (MEng, MChem, MOst, MPhys, MPharm, MBiol, MMedSci, MMath) ¹			480	120
Postgraduate diplomas			120	90
Postgraduate Certificate in Education PGCE			60	40
Postgraduate certificates			60	40
Bachelor's degrees with honours (e.g. BA/BSc Hons) LLB	6	Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the individual's distinctive professional development, where appropriate.	360	90
Bachelor's degrees			300	60
Professional Graduate Certificate in Education (PGCE) ²			60	40
Graduate diplomas			80	80
Graduate certificates			40	40

¹ Integrated master's degree programmes include at least 480 credits of which at least 120 credits are at level 7.

² Full statement on the PGCE qualification title may be accessed at <http://www.qaa.ac.uk/en/Publications/Documents/PGCE-statement.pdf>

Foundation Degrees	5	Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge	240	90
Diplomas of Higher Education (DipHE)			240	90
Higher National Diplomas (HND)			240	90
Higher National Certificates (HNC)	4	Provides basic knowledge, skills and competence	150	120
Certificates of Higher Education (Cert HE)			120	90

B2.3 Any requests to depart from these norms will be scrutinised as part of the programme authorisation/approval process.

B3 Undergraduate Awards

B3.1 Undergraduate awards (whether pre-degree or degree) are normally based on the three year full-time Honours Degree for which at least 360 credits must be accumulated.

B3.2 Normally, one year of full time study for an undergraduate award is equivalent to 120 credits and is defined as an academic stage; one year of full time study on a two year accelerated honours degree is equivalent to 180 credits (one and a half academic stages).

B3.3 Normally a full-time student will be required to study modules that are within one level of their current academic stage.

B4 Graduate and Postgraduate Awards

B4.1 Programmes which are Postgraduate in Time (Graduate Awards)
Graduate entry programmes leading to certificates or diplomas will normally cover the equivalent of 120 credits for each full-time year of study (as for undergraduate programmes). They are based on a balance of credits at Levels 4 - 6, according to the standard of a particular award and the level of professional experience expected of a successful student.

B4.2 Programmes which are Postgraduate in Level (Postgraduate Awards)
Graduate entry programmes which are postgraduate in level as well as time are based on the taught master's degree which normally requires full-time study over one calendar year or twelve month period, and for which at least 180 credits must be accumulated.

B4.3 A postgraduate degree programme shall incorporate a compulsory element of independent study at Level 7.

B5 Combined Honours Awards

B5.1 Joint Honours Degree (Subject A and Subject B)

Within the 360 credits required for an Honours degree the requirements for a Joint Honours Degree are:

- an overall minimum of 240 credits in Subjects A and B with at least 45 credits of each subject at level 6 in the final stage of the award and;
- at least 45 credits of each subject at level 5 in the penultimate stage of the award.

B5.2 Major/Minor Honours Degree (Subject A with Subject B)

Within the 360 credits required for an Honours degree the requirements for a Major/Minor Honours Degree are:

- an overall minimum of 240 credits in Subjects A and B with at least 60 credits of Subject A and at least 30 credits of Subject B at level 6 in the final stage of the Award and;
- at least 60 credits of subject A and at least 30 credits of subject B at level 5 in the penultimate stage of the award

B6 Professional Qualifications

B6.1 Architects Registration Board

Master of Architecture (MArch)	Awarded to a graduate student who successfully completes 240 credits at level 7.
Master of Landscape Architecture (MLA)	Awarded to a graduate student who successfully completes 300 credits at levels 4, 5, 6 and 7, of which at least 180 credits are at level 7
Diploma in Landscape Architecture	Awarded to a graduate student who successfully completes 120 credits at level 7

B7 University Qualifications

Foundation Diploma/ International Foundation Diploma	Awarded to a student who successfully completes, or is otherwise credited with, at least 120 credits at level 3 or above having followed a prescribed programme of study.
Diploma in Industrial Studies/ Diploma in Professional Practice	Awarded to a student who successfully completes at least 36 weeks of supervised work placement and the associated assessment requirements.
Certificate of Professional Development (generic)	Awarded to a student who successfully completes a minimum of 60 credits at level 4 having followed a prescribed programme of study
Diploma of Professional Development (generic)	Awarded to a student who successfully completes a minimum of 60 credits at level 5 or above having followed a prescribed programme of study

B8 Dual, Joint and Multiple Awards with Other Higher Education Providers

B8.1 The University may collaborate only with other institutions that have degree awarding powers to design and offer jointly agreed, approved and delivered curricula; may recognise taught modules offered by another institution and which may contribute to a University award and may enter into twinning and exchange arrangements to facilitate student entry to specific degree modules at the University.

B8.2 Joint Awards involve the granting of single award for successful completion of one programme of study offered by two or more collaborating institutions.

B8.3 Dual and Multiple Awards involve the granting of separate awards by one or more partner organisations.

Regulations governing the recognition and approval of dual, joint and multiple awards can be found in the Academic Quality Handbook.

B9 Duration of Study

B9.1 The maximum periods of registration, during which a student must complete the requirements for an award from the University, are as follows:

<i>Programme of Study</i>	<i>Full-time Maximum</i>	<i>Part-time Maximum</i>
Certificate of Higher Education	2 years	3 years
Diploma of Higher Education	4 years	5 years
Foundation Degree	4 years	5 years
LLB (Hons/Pass degree)	5 years	6 years
BA/BSc (Hons/Pass degree)	5 years	7 years
BA/BSc (Hons degree) Sandwich	6 years	n/a
BA/BSc (Hons degree) Extended	6 years	n/a
BA/BSc (Hons degree) Accelerated	4 years	n/a
Top up programmes	2 years	3 years
Graduate Diploma	2 years	n/a
Integrated Masters	6 years	n/a
Postgraduate Certificate/Professional Graduate Certificate	2 years	3 years
Postgraduate Diploma	2 years	3 years
Masters	3 years	6 years

B9.2 The maximum period of registration defines the period within which a student must achieve the credit required for the award. This includes any formally approved periods of interrupted study or repeat study. The period of registration will be adjusted on a pro-rata basis for direct entrants and students who change their mode of study.

B9.3 In exceptional cases, the Progression and Award Board may approve an extension to the maximum period of registration where a student has failed to progress and can provide valid evidence of extenuating circumstances that are accepted.

C. ADMISSION OF STUDENTS

C1 General Principles

C1.1 The University's admissions policy and practices assist in meeting the strategic aims of the University and enhancing its position as a leading higher education institution.

C1.2 The University is committed to operating admissions procedures that are fair,

transparent and consistent, and are also compliant with all relevant legislation and regulations. The University strives to admit only suitably qualified applicants who have the ability to complete their programme of study successfully. Further information is available in the University's [Admissions Policy and Procedure](#).

C1.3 The University has a long-standing commitment to widening access and maximising student achievement. Further information is available in the University's [Access Agreements](#).

C1.4 Approved programme specifications will identify the minimum entry requirements.

C2 Recognition of Prior Learning

C2.1 In the recognition of prior learning (RPL) the following principles will apply:

- a) Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at FHEQ Levels 4, 5, 6 or 7.
- b) RPL credit can only be awarded for whole modules, not for part of a module.
Currency of credit:
 - Formal certificated learning will normally be considered current when it has occurred up to 5 years prior to the start date of the University of Greenwich programme.
 - Experiential learning will normally be considered current when it has occurred up to 5 years prior to the start of the University of Greenwich programme.
- c) Exceptions to the 5-year maximum period may be permitted where the learning is deemed still appropriate and relevant.
- d) The credit awarded for prior learning must contribute towards the achievement of the learning outcomes of the programme. The mapping of prior learning against programme and/or module learning outcomes is a matter of academic judgement.
- e) Students on Tier 4 visas can only apply for RPL credit for up to 30 credits over the course of an academic year.

C2.2 Credits utilised in attaining an initial qualification recognised by the FHEQ cannot normally be used to secure advanced standing against another award of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award. Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower.

C2.3 In determining the maximum credits available for RPL for any award within the FHEQ, the University has sought to balance the recognition of prior learning with a desire to ensure that conferred awards reflect sufficient evidence of study having been undertaken within the institution.
The following shall apply:

AWARD	MAXIMUM RPL (CREDITS)	MINIMUM CREDITS TO BE STUDIED AT THE UNIVERSITY
Certificate of Higher Education/HNC (120 credits)	60	60
Diploma in Higher Education/Foundation Degree/HND (240 credits)	120	120
Honours Degree (360 credits)	180	180
Honours Degree – direct entrants (360 credits)	240*	120
Honours Degree – Single stage (level 6) (120 credits)	60	60
Integrated Master’s Degree (480 credits)	240	240
Postgraduate Certificate (60 credits)	20	40
Postgraduate Diploma (120 credits)	60	60
Masters Degree (180 credits)	90	90

* Applicants applying for Direct Entry to the final stage of an Honours Degree will need to evidence certificated learning equivalent to 240 credits; e.g. completion of a Foundation Degree or Diploma of Higher Education but will not be required to make a formal claim for RPL. Where a student has been allowed Direct Entry to the final stage of an Honours Degree, no further credit may be awarded through RPL.

C3 Returning to Study

- C3.1 Where a former student has previously chosen to withdraw from their programme of studies, they may apply to re-join the programme within a period of two years. Return would be at the discretion of the university.
- C3.2 Students’ previous marks for completed whole stages would be carried forward.
- C3.3 Returning students would be required to re-join their programme at the stage after their last completed and passed stage.
- C3.4 Any previous certificates awarded by the university must be returned before the higher award is made.
- C3.5 Former students may not normally return to a programme of study if they were discontinued from their studies due to academic failure.

D. ASSESSMENT

D1 General Principles of Assessment

- D1.1 All programmes relate assessment requirements to specific learning outcomes. Students are expected to demonstrate the attainment of these in their overall performance at module/programme level.
- D1.2 The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their programme of study and have achieved the standard required for the award. Assessment is a matter of academic judgement, not simply of computation. Whilst grades provide information on which a decision about student attainment can be based, they should not be considered as absolute values or exact measurements.
- D1.3 Where students cannot be assessed under normal conditions because of a disability, specific learning difficulty or special circumstances beyond their control, alternative arrangements may be made to carry out the assessment, where appropriate in accordance with the [Examinations & Assessments Regulations for Students with Disabilities, Specific Learning Difficulties and Long-term Medical Conditions](#).

Where the assessment of students on a particular module is governed by an external professional body, then any alternative assessment strategy will need the approval of that body.

D2 The Progression and Award Board

- D2.1 Academic Council is responsible to the Court for the regulation of the academic conditions for the admission of students to, and their progress within, the University. The responsibility for the assessment of a student's performance is delegated to the Progression and Award Board for a programme or programmes.
- D2.2 The Progression and Award Board has delegated authority from Academic Council for the conferment of awards and decisions relating to the progression of students.
- D2.3 Exceptionally, Chair's Action may be taken following an initial Progression and Award Board decision. In such circumstances the Chair should normally consult the External Examiner. Chair's Action decisions shall be reported at the next meeting of the Progression and Award Board.

D3 Exceptional circumstances

- D3.1 Deviations from the Academic Regulations may be considered in exceptional circumstances. The Vice-Chancellor or nominee may declare University-wide or campus specific exceptional circumstances which will authorise the Emergency Regulations to be implemented for a prescribed period of time.

Emergency Regulations

- D3.2 The Emergency Regulations provide a framework to allow progression and/or award where a full assessment of student performance is prevented or limited by acts or events which may be beyond the reasonable control of the University.

Marking during University-wide or campus specific exceptional circumstances

- D3.3 In the event that marking cannot be completed in accordance with the Assessment and Feedback Policy, a Progression and Award Board may, with the approval of the Chair of Learning Quality and Standards Committee, use an alternative marking model. This may include relaxing some of the rules contained within the marking models.
- D3.4 If External Examiners are unable to fulfil their duties, the assessment process may proceed, with the approval of the Chair of Learning Quality and Standards Committee.

Progression during University-wide or campus specific exceptional circumstances

- D3.5 In the event that students are unable to be assessed in the original format, the method of assessment of a module and/or the relative weighting of the assessment components, as defined in the module specification, may be modified with the approval of a Faculty Pro Vice-Chancellor or Director of Learning and Teaching. and this should take place no later than the SAP meeting.
- D3.6 In the event that students are unable to be assessed in any format and/or results are unavailable for some or all students, Progression and Award Boards may, if appropriate, progress students pending assessment and/or ratification at a later date, unless prohibited by the requirements of a Professional, Statutory or Regulatory Body.

Progression and Award Boards during University-wide or campus specific exceptional circumstances

- D3.7 In the event that the Progression and Award Board is unable to convene, Chair's Action may be taken by the relevant Faculty Pro Vice-Chancellor or Director of Learning and Teaching to allow progression, ratify results and/or ratify awards.
- D3.8 In the event that the Faculty Pro Vice-Chancellor or Director of Learning and Teaching is unavailable, the Chair of Academic Council (or their nominee) will be appointed acting Chair.
- D3.9 The Chair/acting Chair shall normally consult with the External Examiner but may make decisions without the External Examiner's involvement if the External Examiner is unavailable. Chair's Action decisions shall be reported to the next meeting of the Progression and Award Board and to Academic Council.

Awards during University-wide or campus specific exceptional circumstances

- D3.10 Regulation F1.1 will continue to apply in the event of University-wide or campus specific exceptional circumstances. There are no exceptions to the rule governing classification and award. Degree classification boundaries cannot be lowered and exceptions cannot be made.

D4 Credit Requirements for Progression and Conferment Purposes

- D4.1 Each programme will have clearly defined credit requirements which a student must satisfy in order to gain the award for which they are registered.
- D4.2 All progression is based on credit accumulation and conforms to the FHEQ expectations of attainment (see B2.2).
- D4.3 Each module shall have clearly defined, discrete assessment requirements which a student must satisfy in order to pass the module and gain the credits associated with that module.
- D4.4 Where a programme forms part of the qualifications required by a professional or statutory body, the requirements of that body may take precedence over those of the University regulations in the awarding of credit and any professional qualification, including any exit award.

D5 Gaining Credit and Progressing

- D5.1 Students gain credit by achieving the learning outcomes either by passing a module through assessment, through compensation or through a successful claim for prior learning.

Passing a Module

- D5.2 Students must attend examinations and submit work for assessment as required by the stated deadlines; they must ensure that they are aware of these deadlines and comply with university procedures governing student academic conduct.
- D5.3 Any mark given to a student is deemed to be provisional until ratified by the Progression and Award Board.
- D5.4 Students' work will be graded numerically or on a pass/fail basis.
- D5.5 The University pass marks for individual modules using numerical grading is:
a) 40% for modules at levels 3, 4, 5, and 6 (undergraduate awards)
b) 50% for modules at level 7 (graduate/postgraduate/integrated masters awards)
- D5.6 Credit shall be awarded for those modules in which the overall grade achieved is the minimum mark as in D5.5 above, or where compensation is applied, or RPL has been agreed.

- D5.7 Coursework submitted up to 14 calendar days after the official submission deadline will be accepted and marked. If it meets the criteria for a 'pass', the mark will be capped at the minimum pass grade for that item of assessment.
- D5.8 Coursework will not be accepted later than 14 calendar days after the deadline for submission. In such circumstances, a non-submission and 0% or 'fail' will be recorded against this item of assessment.

Compensation

- D5.9 The application of compensation is a discretionary decision made by the Progression and Award Board on consideration of the student's overall academic stage profile.
- D5.10 Programme specifications may identify particular modules to which compensation may not be applied.
- D5.11 In consideration of a student's profile, the Progression and Award Board will apply its discretion in the following manner:
- a) Undergraduate Degree programmes:
 - At Stage One compensation may be applied up to a maximum of 30 credits regardless of the amount of credit failure. Reassessment may also be permitted in addition to compensated modules.
 - For subsequent stages compensation may be applied up to a maximum of 30 credits only where total failure is 30 credits or less.
 - b) Extended Degree programmes:
 - At Stages Zero and One compensation may be applied up to a maximum of 30 credits regardless of the amount of credit failure. Reassessment may also be permitted in addition to compensated modules.
 - For subsequent stages compensation may be applied up to a maximum of 30 credits only where total failure is 30 credits or less.
 - c) Accelerated Honours Degree programmes:
 - At all stages compensation may be applied up to a maximum of 45 credits in an academic year, provided that the maximum of 30 credits per level is not exceeded.
 - At Stage One reassessment may also be permitted in addition to compensated modules.
 - d) Integrated Masters programmes:
 - At Stage One compensation may be applied up to a maximum of 30 credits regardless of the amount of credit failure. Reassessment may also be permitted in addition to compensated modules.
 - For subsequent stages compensation may be applied up to a maximum of 30 credits only where total failure is 30 credits or less.
 - e) Postgraduate programmes:
 - At all stages compensation may be applied up to a maximum of 30 credits only where total failure is 30 credits or less.

D5.12 The PAB may apply compensation at any point in time provided that the maximum credits permitted per academic stage are not exceeded.

D5.13 Where a student's work has been graded on the numerical scale and the overall module grade falls up to 10% below the minimum module pass mark, the Progression and Award Board may apply compensation for that failure.

For modules at levels 3, 4, 5 and 6 compensation up to 30 credits may be applied where:

- (a) An average grade of 40% or more has been achieved across ALL modules at that stage; and
- (b) The grade for that module does not fall below 30%;

For modules at level 7 compensation up to 30 credits may be applied where:

- (c) An average grade of 50% or more has been achieved across ALL modules at that stage; and
- (d) The grade for that module does not fall below 40%;

D5.14 In cases where compensation is applied, the actual grade attained will be recorded and credits awarded.

Use of Recognition of Prior Learning (RPL) credit

D5.15 Any credits gained via RPL will not be graded for the University of Greenwich award unless it has been recognised as a result of a Faculty's external Credit-Rating activity or where there is an agreement with another Higher Education Provider to recognise such transfer of grades.

D5.16 Credits awarded for prior learning alone do not provide usable credit for the purposes of entitling a student to an exit award at an equivalent or lower level within the FHEQ.

D6 Degree Classification

Aggregation and Weighting for First Degree Awards

D6.1 Undergraduate Honours Degree programmes

- a) Degree classification for the award of an Honours degree will be according to the following bands:

70% or more = First Class Honours

60-69% = Upper Second Class Honours

50-59% = Lower Second Class Honours

40-49% = Third Class Honours

- b) The class of Honours will normally be calculated on the grades achieved in stages 2 and 3 of a programme in the ratio of 20:80. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 2 to obtain 20% of the final grade and the average of the best 90 credits of overall module grades in Stage 3 (Level 6 or above) to obtain 80% of the final grade [20:80].

- c) The final average grade will be rounded to the nearest whole number e.g. 69.50 will be recognized as 70 and 69.49 will be recognized as 69.
- d) Students must pass, or otherwise gain (D4.1), the full number of credits required to achieve the award for which they are registered.
- e) Where a student on an undergraduate degree has undertaken only the final stage at the University of Greenwich, the Honours classification will be based on the average of the best 90 credits of overall module grades at level 6 or above to produce the Final Average Grade.

Aggregation and Weighting for Other Undergraduate Awards

D6.2 Sub-degree programmes:

- a) Students who achieve an Average Stage Grade of 60% or above in the final stage of a sub-degree programme will have that award conferred 'with Merit'.
- b) Students who achieve an Average Stage Grade of 70% or above in the final stage of a sub-degree programme will have that award conferred 'with Distinction'.

D6.3 Foundation degree and HND programmes:

- a) Students who achieve a Final Average Grade of 60% or above at final stage will have that award conferred 'with Merit'.
- b) Students who achieve a Final Average Grade of 70% or above at final stage will have that award conferred 'with Distinction'.

D6.4 HNC programmes:

Awards will be calculated using the best 120 credits at Level 4 or above.

- a) Students who achieve a Final Average Grade of 60% **or above** will have that award conferred 'with Merit'.
- b) Students who achieve a Final Average Grade of 70% **or above** will have that award conferred 'with Distinction'.

Aggregation and Weighting for Integrated Masters Awards

- D6.5 a) For awards conferred before June 2020, the class of Honours will normally be calculated on the grades achieved in Stages 3 and 4 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 3 to obtain 25% of the final grade and averaging the full spread of grades in Stage 4 to obtain 75% of the final grade.
- b) For awards conferred from June 2020, the class of Honours will normally be calculated on the grades achieved in Stages 3 and 4 of a programme in the ratio of 20:80. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 3 to obtain 20% of the final grade and averaging the full spread of grades in Stage 4 to obtain 80% of the final grade.

- c) For Honours classifications made between June 2020 and May 2022, students will be awarded the most favourable outcome from these two algorithms.
- d) Degree classification for the award of an Honours degree will be according to the following bands:

70% or more = First Class Honours
60-69% = Upper Second Class Honours
50-59% = Lower Second Class Honours

Aggregation and Weighting for Postgraduate Masters Awards

- D6.6 The conferment of a postgraduate award with the classification of Merit is permitted where students obtain an average of 60% across the programme as a whole.
- D6.7 The conferment of a postgraduate award with the classification of Distinction is permitted where students obtain an average of 70% across the programme as a whole.

D7 Exit Awards

Undergraduate Awards

- D7.1 The Progression and Award Board may also confer:
 - a) Degree without Honours to a student who successfully completes or is otherwise credited with at least 300 credits (including 60 credits at level 6) on an Honours programme
 - b) Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above
 - c) Certificate in Higher Education (CertHE) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above
 - d) Foundation Diploma to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 3 or above

Integrated Masters Awards

- D7.2 The Progression and Award Board may also confer:
 - a) Undergraduate Honours Degree on successful completion of Stages 1, 2 and 3, upon the proviso that the full credit requirements for an honours award (360 credits, of which at least 90 are at Level 6) and other specific programme requirements have been met. Exit awards to Honours Degree level will be classified using the University's current classification system.
 - b) Degree without Honours to a student who successfully completes or is otherwise credited with at least 300 credits (including 60 credits at level 6) on an Honours programme.
 - c) Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above.
 - d) Certificate in Higher Education (CertHE) to a student who successfully

completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above.

Postgraduate Masters Awards

- D7.3 The Progression and Award Board may also confer:
- a) Postgraduate Diploma (PGDip) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 7 or above
 - b) Postgraduate Certificate (PGCert) to a student who successfully completes, or is otherwise credited with, at least 60 credits, of which at least 40 must be at Level 7 or above

Aegrotat Awards

- D7.4 Where a student suffers severe or long-term illness, an aegrotat may be recommended when a Progression and Award Board does not have enough evidence of the student's performance to be able to recommend the award for which the student was a candidate. The Progression and Award Board must be satisfied that, but for illness or other valid cause, the student would have demonstrated the standard required. In such circumstances, the student or their representatives must have signified that the student is willing to accept the award.

D8 Reassessment

Generic

- D8.1 Where a module has been failed and where compensation has not or cannot be applied, the Progression and Award Board will take into account the degree of failure on the student's profile to determine the manner and timing of reassessment.
- D8.2 Candidates who fail to retrieve the initial failure at the following opportunity will normally, at the discretion of the Progression and Award Board, be allowed only one further opportunity to be assessed, in a manner determined by the Board. Therefore students may be allowed three opportunities to pass an individual module. The Progression and Award Board may exceptionally permit a fourth and final opportunity at their discretion and will be guided by consideration of the overall programme profile and the academic progress made by the student.
- D8.3 Students who do not demonstrate academic progress and/or engagement may not be considered for a reassessment opportunity by the PAB except where extenuating circumstances have been accepted.

Resit

- D8.4 Where the Progression and Award Board has determined that the student is given the opportunity to resit failed modules (all or some elements of assessment), reassessment will normally be permitted prior to the commencement of the student's next academic stage of study.
- D8.5 Regulation D5.7 will not apply for resit opportunities.

- D8.6 Retrieval of failure obtained by resit will result in component capping i.e. the minimum pass grade will be recorded for those elements that were reassessed. The Progression and Award Board shall have the discretion to utilise the higher of the two grades received to determine the final component mark to be recorded. The overall grade for the module will not be capped.
- D8.7 Where component capping has produced an overall module fail but the grade(s) achieved would have resulted in an overall module pass had the component capping not been applied, the Progression and Award Board shall have the discretion to confirm the overall module grade with a pass mark.

Repeat

- D8.8 Where the Progression and Award Board has determined that the student is required to repeat the failed modules (all or only failed components of assessment), reassessment will be permitted in the student's next academic year.
- D8.9 Retrieval of failure obtained by repeating a module(s) will result in the overall grade attained being recorded for progression and classification purposes.
- D8.10 Where the failed module is an option module, the student may substitute an alternative module by agreement with the programme leader. Previous opportunities must be included as part of the total number of opportunities to achieve a pass.
- D8.11 Students repeating a module in a subsequent year will not be assessed in modules which are no longer current in the framework but will be offered an opportunity to achieve a pass on an alternative module.

Progression with Intermediate Standing

- D8.12 Where the Progression and Award Board has determined that the student is permitted to repeat a failed module (all or only failed components of assessment) with intermediate standing, the student is allowed to proceed to the next stage and retrieve the failure in the following year concurrently with modules in the next stage.
- D8.13 Students may only be permitted to retrieve a failure with intermediate standing carrying failure in a maximum of 30 credits.
- D8.14 Successful retrieval of failure obtained by repeating a module(s) with intermediate standing will result in the overall grade attained being recorded for progression and classification purposes.

D9 Reassessment with Accepted Extenuating Circumstances

- D9.1 The Progression and Award Board will take account of the outcome of a successful claim for extenuating circumstances in determining a progression or final award decision.
- D9.2 Students who have an accepted extenuating circumstances claim for deferral or

impaired performance will be considered for a reassessment opportunity. This does not apply to assessments solely for which an extenuating circumstances extension request has been granted.

Reassessment following an accepted deferral claim

- D9.3 The Progression and Award Board will consider the student's overall profile in determining the timing of the reassessment opportunity as either:
- a) A deferred resit - the reassessment opportunity will be taken during the resit period prior to the commencement of the student's next academic stage of study; or
 - b) A deferred repeat - the reassessment opportunity will be taken in the student's next academic year.
- D9.4 The deferred reassessment will be treated as a first attempt and the regulations for passing a module in section D5 will be applied to the deferred reassessment.

Reassessment following accepted impaired performance

- D9.5 Where a student has passed an assessment at the first attempt and been offered a reassessment opportunity to improve their existing grade following impaired performance, the Progression and Award Board will apply the following:
- a) Where the student undertakes the reassessment opportunity, the higher of the two grades received will be used;
 - b) Where the student accepts the offer of reassessment but fails to undertake the reassessment, the existing grade(s) will be confirmed.
 - c) Where the student declines the opportunity to undertake the reassessment opportunity, the existing grade(s) will be confirmed. It will also be deemed that the opportunity has been declined if the student fails to respond to the offer of a reassessment opportunity by the deadline.
- D9.6 Where a student has failed an assessment at the first attempt, D9.3 and D9.4 will apply.

D10 Appeals against the decision of a Progression and Award Board

- D10.1 A student may appeal against a decision of the Progression and Award Board in accordance with the [Academic Appeals Policy and Procedure](#).

E. EXTERNAL EXAMINERS

- E1.1 For every programme or group of modules leading to a qualification awarded by the University there shall be at least one examiner who is external to the University whose primary role is:
- i) to verify that academic standards are appropriate for the qualification, or part thereof, which they have been appointed to examine;
 - ii) to ensure national comparability of academic standards;

iii) to ensure that the assessment process is rigorous, fair and fairly operated, in line with the University's policies and regulations.

E1.2 The External Examiners Handbook sets out the principles and requirements governing:

- i) the functions of an External Examiner
- ii) the nomination, appointment and induction of External Examiners
- iii) the preparation and submission of External Examiner reports
- iv) the University's consideration of and responses to External Examiner reports.

F. CONFERMENT OF AWARDS

F1 General

F1.1 An academic award (other than honorary) can only be given to a student who is registered for that award and who has satisfied the academic requirements to qualify for the award and all other requirements of the university, including the discharge of any outstanding financial obligations.

F1.2 The date of conferment of a taught award will normally be the date of the final decision by the Progression and Award Board that the student has qualified for the award.

F1.3 In very exceptional circumstances it may be necessary for an award to be rescinded. The Academic Quality Unit (AQU) should be informed of the circumstances and, subject to advice from AQU, the following action should be taken:

- a) If an error in recording the decisions of the Progression and Award Board was undetected up to and after the point of publishing the results the Chair of the Progression and Award Board will inform all members of the Board and issue a corrected record as quickly as possible, writing individually to the student(s) concerned.
- b) If it should come to the attention of the Chair of the Progression and Award Board after the Board had met that there had been a breach of regulations which would affect the final outcome of the assessment and of which the Board was not aware, all students in that cohort should be informed that their awards are deferred and the Progression and Award Board should be reconvened to reconsider the results of the students involved.
- c) In all other cases the Academic Registry and the Academic Quality Unit will be consulted on the appropriate procedure to be followed.

F2 Issue of Award and Associated Certificates

F2.1 The certificate available to a student will be that specified in the regulations for the programme on which the student is registered. Unless specified in the regulations, an interim certificate will not be awarded to a student who is continuing to the final award.

F2.2 A student who leaves the University having completed one or more stages of an

award may receive a certificate for the highest stage completed if the programme regulations allow it and with the approval of the Progression and Award Board.

- F2.3 Unless the award is made by an external body, the certificate will be in the format approved by the University. Samples of the approved format and wording of certificates will be held by the University Conferments Office. Certificates will bear the signature of the Vice-Chancellor and the Chancellor. Certificates without these signatures, or which have been amended after issue, are not valid.
- F2.4 A Diploma Supplement (which incorporates the University's transcript) will be provided for any student who has successfully completed a programme of study leading to an award of the University.
- F2.5 A record of achievement (transcript) will be provided for any student who has successfully completed any elements of a programme of study leading to an award of the University. The transcript will be in the format currently approved in the University.

F3 Posthumous Awards

- F3.1 In the unfortunate event of a student death, the deceased student will be recommended for the award on which they were registered. Where all the required assessments for the award were completed at the time of death the conferment and any classification will be considered under D6. Where the required assessments were not completed at the time of death, an unclassified award will be conferred.
- F3.2 A posthumous award will normally be the named award to which the student was registered except in cases where professional body requirements advise otherwise.

Grade Translation Policy and Scales for Study Abroad, Exchange and Erasmus Students

University of Greenwich Grade Translation Policy and Scales for Study Abroad, Exchange and Erasmus students

Students who spend part of their degrees overseas at an approved partner institution on an exchange (including Erasmus) or on another approved Study Abroad opportunity will have their host institution grades converted to University of Greenwich grades after they return to complete their studies at Greenwich. This also applies to programmes of study that lead to dual or multiple awards, where there is an agreement that grades awarded for credits studied at the partner should be imported into the University of Greenwich record/transcript. Students must ensure that an official transcript is sent to their Erasmus Coordinator or the Study Abroad and Exchanges Coordinator as appropriate, and should also keep a detailed record of coursework undertaken at the host institution (including essay papers, exams, projects and module syllabi wherever possible), to assist in the grade conversion process.

Grades from host institutions will be translated according to University of Greenwich grading conventions. If a student takes more courses abroad than what is required at Greenwich, there will be a preference in converting grades for courses that roughly correspond with modules which students would have taken if they had stayed on campus throughout their degree. These grades will then be used towards students' overall degree classifications and considered at the relevant Progression and Award Board (PAB). Notwithstanding these notes and the acknowledgement that translations of host grades may be subject to some interpretation by Greenwich staff, the recommended grade translation scales used by the University of Greenwich are included below:

ECTS grade	Approx % of successful students achieving the grade	Indicative % mark	UoG grade	ECTS definition and criteria of performance
A	10	>70	1	<i>EXCELLENT:</i> an outstanding piece of work, with only marginal mistakes
B	25	60-70	2:1	<i>VERY GOOD:</i> some mistakes, but overall still very good
C	30	55-60	Upper 2:2	<i>GOOD:</i> good and sound understanding, but with some basic mistakes
D	25	50-55	Lower 2:2	<i>SATISFACTORY:</i> an average piece of work, clearly showing some deficiencies
E	10	40-49	3	<i>PASS:</i> the work fulfils the requirements
FX	-	35-39	Fail (Compensatable)	Minor improvements would be necessary in order to achieve a pass
F	-	<35	Bad Fail	Considerable further work is required

Recommended grade translation scales between the University of Greenwich and overseas national grading systems for undergraduate students

UK (UoG)	1st		2:1		2:2		Third/Pass		Fail	
	80% or higher	70-79%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	30-39% (compensatable)	29% or lower
Austria	1	1	2	2	3	3	4	4	5	5
Belgium	20	19	18	17	16	14 to 15	12 to 13	10 to 11	9	8
Croatia	5	5	4	4	3	3	2	2	1	1
Czech Republic	1	1	2	2	3	3	4	4	5	5
Denmark	12	12	10	10	7	4	2	2	0	-3
Finland	5	5	4	4	3	2	1	1	0	0
France	18 – 20	16 – 17	15	14	13	12	11	10	9	<8
Germany (5 point Scale)	1	1.5	1.6 – 2.0	2.1 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	3.6 – 4.0	4.1 – 4.5	4.6– 5
Greece	10 - 9.0	8.9 - 8.5	8.49 - 7.5	7.49 - 7	6.9 - 6.5	6.49 - 6.0	5.9-5.5	5.49 - 5	0 to 4.9	0 to 4.9
Ireland	0.8	70 – 79%	60 – 69%	60 – 69%	50 – 59%	50 – 59%	45 – 49%	40 – 44%	30 – 39%	<30%
Italy	29 - 30.00	29 - 30.00	27 -28.99	27 -28.99	24 -26.99	19 -23.99	18 -18.99	18 -18.99	14 - 17.99	0 - 13.99
Malta	95 – 10%	80 – 94%	75 – 79%	70 – 74%	65 – 69%	55 – 64%	50 – 54%	45 – 49%	35 – 44%	<34%
Netherlands	9 – 10	7.5 – 8.9	7.1 - 7.49	6.5 - 7	6.1 – 6.49	5.5 - 6	5.26 – 5.49	5 – 5.25	4 – 4.9	0 – 3.9
Spain	10	9.0 – 9.9	8.4 – 8.9	7.5 – 8.3	6.9 – 7.4	6.3 – 6.8	5.6 – 6.2	5 - 5.5	3.7 – 4.9	0 – 3.6
Sweden (5U)	5	5	4	4	3	3	3	3	U	U
Sweden (UM)	Pass with Distinction	Pass with Distinction	Pass with Credit	Pass with Credit	Pass	Pass	Pass	Pass	Fail	Fail
Sweden (UV)	Pass with Distinction	Pass with Distinction	Pass	Pass	Pass	Pass	Pass	Pass	Fail	Fail
Sweden (UG)	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Fail	Fail
Sweden (AF)	A	A	B	B	C	D	E	E	F	F
USA	<i>A detailed breakdown of the recommended grade translation scale for the USA is published overleaf.</i>									

This table will be updated as new partnerships are approved.

Recommended grade translation scale between the University of Greenwich and American grading systems

UoG Percentage	US GPA (on a 4.0 scale)	US Letter Grade*
80%	4.00**	A+
76%	4.00	A
74%	3.95	A-
72%	3.90	
70%	3.85	
69%	3.80	
68%	3.75	
67%	3.70	B+
66%	3.65	
65%	3.60	
64%	3.55	
63%	3.50	
62%	3.45	
61%	3.40	
60%	3.35	
59%	3.30	B
58%	3.25	
57%	3.20	
56%	3.15	
55%	3.10	
54%	3.05	B-
52%	3.00	
50%	2.95	
48%	2.90	
47%	2.85	
46%	2.80	
45%	2.75	
44%	2.70	
43%	2.65	C+
42%	2.60	
41%	2.55	
40%	2.50	
39%	2.45	
38%	2.40	C
37%	2.35	
36%	2.30	
35%	2.25	
34%	2.20	
33%	2.15	
32%	2.10	
31%	2.05	
30%	2.00	C-
24%	1.70	
16%	1.30	D+
10%	1.00	D
5%	0.7	D-
0%	0	F

Recommended grade translation scale between the University of Greenwich and grading systems for postgraduate students

UK (UoG)	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	10-19%	0-9%
France	18.0-20.0	16.0-17.9	14.0-15.9	12.0-13.9	10.0-11.9	8.0-9.9	6.0-7.9	4.0-5.9	2.0-3.9	0-1.9
Norway	A	B	C	D	E	F				